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ABSTRACT

This report presents the results of a 1,044-person survey taken to determine public attitudes towards the concept of year-round schools in Guam. The study indicates the people of Guam will support a pilot 45-15 plan for two years in three elementary schools; and that variables such as sex, nationality, determination of leave schedules, and desire for other leave times affected significantly the manner in which subjects responded to the questions. The report discusses the survey reliability and validation, summarizes the survey results, and examines its implications. The appendixes reproduce the various survey instruments used and provide tabulated responses. (Pages vii, 1, 3, 28, 69, and most of the appendix may reproduce poorly.) (Author/DN)

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THE DEVELOPMENT OF A COMMUNITY SURVEY
TO MEASURE PUBLIC OPINION CONCERNING
THE IMPLEMENTATION OF A CONTINUOUS
SCHOOL YEAR PILOT PROGRAM

September - December, 1973

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ABSTRACT

This report represents the results of a survey of public attitudes towards the concept of year-round schools and whether or not the persons surveyed will support a pilot program in three elementary schools for a period of two years.

Authority for conducting the survey derives from Public Law 12-30 signed by the Governor of Guam on July 2, 1973. Results of this survey indicate that such variables as age, family size, use of a babysitter, family position of respondent, parental work patterns or income do not have a significant effect on the manner in which subjects responded to the two criterion questions. However, variables such as sex, nationality, determination of leave schedules and desire for other leave times affect significantly the manner in which subjects respond to the two criterion questions.

In view of the stated problem (i.e. will the people of Guam once familiar with the year-round school concept support a pilot study in three elementary schools for a period of two (2) years?) it is possible to conclude the people of Guam, once familiar with the 45-15 concept, will support a pilot study for two years in three elementary schools.

The report recommends that the Board of Education proceed with pilot implementation no earlier than June 1975. It further recommends that the decision relative to year-round schools, namely the 45-15 plan, be made no later than February 1, 1974. In the event that no

decision is made by February 1, it is recommended that all plans regarding year-round schools be abandoned and other solutions to overcrowded conditions be sought. Other recommendations apply to the mechanics of implementation once a pilot program is decided upon.

The total sample size was 1,044 taken in the recommended target area and of various professional and support service groups. The rate of return of questionnaires was at the 80% level.

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J. E. Shafer
December 1973

INTRODUCTION

The concept of year-round or continuous education for Guam's public school children has been under study since July 19, 1969. It was at this time the Tenth Guam Legislature passed Resolution No. 205¹ relative to requesting the Territorial Board of Education to examine the possibility of operating the schools of Guam on a twelve-month basis. A report entitled, An Examination of Rescheduled School Year Plans and Their Implications for Guam,² was presented to the Board of Education during November of 1969 in compliance with this resolution. In part, this report recommended the Valley View 45-15 Plan be given further consideration if a rescheduled school year was planned.

A joint Board-Union Committee in February 1973 recommended that a feasibility study be conducted using the target study area of Dededo with the Valley-View 45-15 Plan as a model. The Board-Union Committee recommended that the investigation determine what was necessary to implement the 45-15 plan in four target schools. As a result of these recommendations a Central Coordinating Committee was formed and a report entitled

¹ Tenth Guam Legislature...A resolution relative to requesting the Board of Education to examine the possibilities of operating the schools of Guam on a twelve-month basis...Resolution No. 205, 1st Session, 1969. (The Appendix VII)

² Tennessen, Richard G. and Atanacio Gutierrez, An Examination of Rescheduled School Year Plans and Their Implications for Guam, A report to the Territorial Board of Education, November, 1969, in response to a resolution passed by the Tenth Guam Legislature. Prepared by the Office of Educational Plans, Research and Communications. (Agana, Guam: 1969) p.76.

Guam, Year-Round School Feasibility Study³ was presented to the Board of Education in July 1973. This report recommended that the "45-15" plan be implemented in three elementary schools (M.A. Ulloa, Harmon Loop and Wettengel) and one Junior High School (Dededo Junior High) on a pilot basis of two years beginning in June 1974.

Shortly before the feasibility study was released to the Board of Education, Public Law 12-30 (see Appendix VII) was signed by Governor Carlos G. Camacho on July 2, 1973. The act authorized the Director of the Department of Education to conduct a survey to..."determine if there are substantial educational benefits for the children of Guam to be derived from a year-round public school system on Guam".⁴ Funds were appropriated from the surplus of the General Fund in order to do two things:

1. provide a public information program
2. conduct a survey

The following report is the result of a community survey conducted by the author in the Dededo area and of special interest groups; i.e., teachers, administrators, school aides and support staff, community service organizations and other interested groups.

³ Cottrell, Sid and Jeff Shafer, Guam - Year-Round School Feasibility Study, A report to the Territorial Board of Education, July, 1973. (Agana, Guam; 1973) pp. 13-16.

⁴ Twelfth Guam Legislature, ...An act making an appropriation for the purpose of authorizing the Director of the Department of Education to conduct a survey of parents, teachers, students and other interested groups to determine if there are substantial educational benefits to be derived from a year-round public school system on Guam. Bill No. 79 Substitute Bill, 1st Session 1973.

CHAPTER I SURVEY RELIABILITY AND VALIDATION

Background Information

A decision as to whether schools should be operated on a year-round basis has been a controversial issue, historically involving large sectors of a given community. Nationally, the concept of year-round education is not new. Many states and school systems have been experimenting with this concept since 1904. The majority of year-round schools have failed in that they have been discontinued; due to the mandatory nature of the various year-round plans prior to 1970. Parents resented a district telling them when they had to take their vacations. This was especially significant in areas where climate and weather conditions were extreme.

There is considerable evidence that a major educational trend is in progress. The past four years have seen approximately 300,000 children in thirty-one states going to schools operated on a year-round basis.⁵ At the end of school year 1972-73 ninety-five districts were operating on the 45-15 plan. At the beginning of school year 1973-74 that figure increased to over 300. Tom McCall, Governor of Oregon, recently suggested a variation on the theme of year-round education. He proposed operating schools on a year-round schedule with schools being closed during the coldest month of the year presumably to conserve energy. He withdrew his suggestion only after a state-wide survey indicated that the schools already were making a major effort to conserve.⁶ Rural districts in

⁵ Iver Peterson, "Schools Moving to All-Year Use", The New York Times (August 6, 1973) pp. 1,23.

⁶ Governor of Oregon. Personal correspondence with Tom McCall, November 1973.

Colorado are studying a similar means of conservation.⁷

California educators predict that in ten years it will be extremely difficult to find a school operating on a traditional nine-month schedule. There are already 110 schools operating on year-round schedules in California.⁸

Several factors have been perceived by this author as contributing to this prediction:

1. economy moves by a nation concerned with accountability and fiscal responsibility.
2. many school districts have reached the legal limits of their bonding power and have no other alternative.
3. an ecologically aware citizenry concerned with sudden shortages of raw materials, foodstuffs, and population trends, etc.
4. citizenry concerned with relevant education see year-round education as a means for necessary curriculum revision.

The fact that education is "big business" is attested to by the 50 billion dollars allocated annually for this purpose by the Federal Government. According to George M. Jensen, President of the National Council for Year-round Education, it makes sense from a business standpoint

⁷ National Council on Year-Round Education, State Department of Education Committee, News w YRE, October 1973, p.1.

⁸ W. Evan Golden, "A Look at All-Year Schools," San Francisco, California Examiner-Chronical (July 8, 1973.)

to utilize schools on a year-round basis. He contends that efficiency and better staff utilization would result from a properly planned effort.⁹

A change from a traditional nine month calendar to a twelve-month calendar has certain sociological and psychological as well as economical and educational implications. Traditionally, teachers have also been opposed to year-round schools in general.*

Sociological and Psychological Issues: These involve questions such as what effect will year-round schooling have on:

1. Family life style (vacation patterns)
2. Purchasing patterns and the business community
3. Mental and physical health of the children
4. The child's friendships
5. Religious activities
6. Use of community facilities and services

Educational and Economical Issues: Involve questions such as what effect will year-round schooling have on:

1. Student achievement
2. Parental contact with schools
3. Extra-curricular activities
4. Child enthusiasm for school
5. Curriculum revision
6. Family costs (babysitting, transportation, school clothes, allowances for children)
7. Operational and capital improvement costs

⁹ George M. Jensen, Effects of Year-Round Education on Business, Industry and the Professions, Report to First Annual Mid-South Educational Research Association Convention, November 9-11, 1972.

* Surveys in Michigan, Illinois and California indicate teachers have been opposed to "45-15" also, but after operating on the schedule for one year are generally enthusiastic about the plan and its flexibility and potential to improve education.

All of these questions are important since the attitudes of the community and the subsequent effect could indirectly hamper the educational process. Some may not however, be answered until a school is actually operated on a year-round schedule. Every district is different. A different program will result if economy is not a major objective. Very little research has been done to assess the effects of year-round school on the general community life-style. Probinsky and Leffel (1973) concluded that parents in their study did not perceive the 45-15 plan as significantly affecting the family in the areas of education, economics, family life style, religion and health.¹⁰

The Twelfth Guam Legislature expressed an intent to allow the community to have a choice in the matter of year-round schools when Public Law 12-30 was passed.

This investigator perceived the following variables as indices of community attitude toward the concept:

1. Life style of the family - present family life style would need to be assessed in order to predict with any accuracy whether or not operating schools on a year-round basis would have a significant effect on a given family. At best, any prediction before implementation could only be a comparison of actual family life style to perceived life styles.*

¹⁰ Probinsky, Jean and Linda Leffel, The Implications of the 45-15 Calendar for Changing Life Patterns; a paper presented at the 5th Annual Convention on Year-Round Schools, Virginia Beach, Virginia, May 10, 1973 p.16

* Roy Chung - Social Sciences Institute demographer at the University of Guam is conducting a study on actual family life styles compared to perceived effects of the 45-15 plan of calendar revision.

2. Socio-economic status/demographic information - socio-economic family standing and certain demographic information; village, income, nationality, etc., would be used as a means of assuring that the sample represented the pilot community.

3. Reaction to the 45-15 plan of continuous education -

The most important aspect of this study was to determine community reaction to the 45-15 plan. Most districts that had adopted this plan of rescheduled school year stressed the importance of community involvement in planning as well as initial community acceptance before pilot implementation. While the impact on life styles and economics of a family unit could not be fully assessed, a favorable response or no opinion would indicate a community was willing to give the plan a try.

Purpose of the Study

Chapter I of this study concerns itself with the validation and reliability development of the survey instrument to be used in obtaining community opinion of a proposed continuous school year operation.

The over-all study will address itself to determining the feasibility of such an operation in the following stages:

- Stage 1: Survey instrument formulation and sufficient validation and reliability development.
- Stage 2: Community survey, from randomly selected population to determine community opinion about

the continuous school year.

Stage 3: Analysis of survey results to direct decisions concerning concept implementation on a pilot basis.

Statement of the Problem

The question to which this study addresses itself is: Will the people of Gurr, once familiar with the year-round school concept, support a pilot study in three elementary schools for a period of two (2) years?

Study Hypothesis:

There will be favorable responses to the concept of year-round schools, namely the 45-15 plan, by selected subjects representing the community.

Stage I - Sub-Hypotheses

1. The items identified for the survey will be accurate predictors of community opinion.
2. Opinion indices generated by instrument validation will be appropriate measurement scales.

Stage II - Sub-Hypothesis

1. Opinions of the study sample will be similar to those found in the validation sample.
2. Information obtained from the survey will provide

an accurate measure of the Guam community opinion of the year-round school concept, namely the 45-15 plan.

Stage III - Sub-Hypotheses

There will be favorable community response to the concept of year-round schools, namely the 45-15 plan.

1. Females will be more favorable to the concept of year-round schools than males.
2. Persons 26-45 years of age will be more favorable to the concept of year-round school than those of any other age group.
3. Persons with greater income will be more favorable to the concept of year-round school than those with lesser income.
4. Persons with U.S. Mainland origin will be more favorable to the concept of year-round school than those of non-U.S. Mainland origin.
5. Persons with smaller families will be more favorable to the concept of year-round school than those with larger families.

6. Persons who determine their own leave schedules will be more favorable to the concept of year-round school than those whose leave is determined by others (supervisors, children's vacation.
7. Persons welcoming the chance to take leave during the other months than they do now will be more favorable to the concept of year-round school than those who do not.
8. Persons who do not use a babysitter will be more favorable to the concept of year-round school than those who use a babysitter (family member, neighbor, hired person).
9. Persons having greater family responsibility (father, mother) will be more favorable to the concept of year-round school than those with lesser family responsibility (others; son, daughter, aunt, uncle).
10. Families in which only one parent works outside the home will be more favorable to the concept of year-round school than those in which both parents work outside the home.

Definition of Terms

A favorable opinion or response in this study means that 51% or more of the respondents chose a particular item. "Favorable" is also defined as a positive attitude toward the concept of year-round schools. Additionally, favorable response means anything rated as average, excellent or good.

"Greater" family responsibility is defined as father or mother.

"Lesser" responsibility is defined as husband, wife, son, daughter, aunt or uncle (other family member).

Higher income is considered to be \$9,000 per year or greater. Anything less than \$9,000 per year is considered to be lesser income.

Small families are considered to be families in which there are four or fewer children while larger families are considered to be more than four children.

Assumptions of the Study

1. Sample population could read and write
2. Sample population is representative of the universe
3. Representativeness of sample will be considered an accurate index
4. Subject population will be knowledgeable of the 45-15 plan

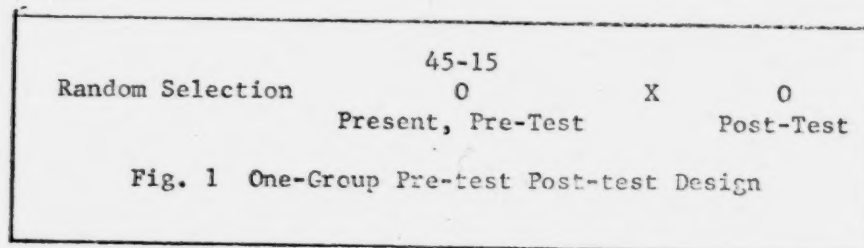
Limitations of the Study

1. Generalizations of the study will be limited to target study area of Dededo and opinions of the special interest groups.

2. Because of the uniqueness of the validation population the instrument must be reassessed before additional use.
3. The time span in which the study was conducted (shortly after the beginning of the 1973-74 school year) may have altered the "findings" somewhat as opposed to before the beginning or end of the school year.
4. Physical characteristics of the researcher during 45-15 plan presentation may have biased the female segment of the sample.
5. Because presentations were conducted by this investigator only, day to day mood changes may have biased the results.

Study Design

The design used for the validation study was the one-group pre-test, post-test design as described by Stanley and Campbell.¹¹ This design calls for the random selection of one group which receives a pre-test, post-test in a controlled manner. This design is depicted graphically in figure 1.



This particular design is classified as a true experimental design

¹¹ Campbell, Donald T., Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research. Rand McNally & Company. Chicago, 1963. p. 8

which allows for the control of mediating variables such as maturation, selection, mortality and history.

Instrument Design and Reliability

The general intent of this instrument was to obtain specific opinions from members of the Guam community. This investigator perceived three classifications of information which were relevant to obtaining this objective:

1. Items that would give limited information about the respondent's life style and family responsibility.
2. Items that would provide an index of the respondent's socio-economic level.
3. Items that would elicit opinion relative to the 45-15 continuous school year plan.

After identifying these classifications, a preliminary instrument was developed and critically reviewed by a panel of experts to provide face validity. This panel consisted of the following educators:

Albert San Agustin	Deputy Director of Education
John Salas, Ph.D.	Ass't. Superintendent Vocational Education
Richard Lewis	Teacher, Secondary
Rosann Smith	Teacher, Elementary
Robert McClaren	Teacher, Elementary
Richard Barr	Counselor, Secondary
Elaine Cadigan	Teacher, Secondary

Francisco Castro	Teacher, Secondary
Olivia Guerrero	School Health Counselor
Bob Dunn	Elementary School Principal

Having established the face or content validity; i.e., based on the review by the panel of experts, the instrument was considered ready for additional validation as a pre- and post-test.

Test Administration

The sample population was divided into two groups and given a 15-minute presentation on "45-15" Continuous School Year that outlined the advantages, problems and mechanics of operation. Immediately following the presentation the pre-test was distributed. A one-hundred percent return was achieved by having the group fill out and return the instrument upon completion.

Testing Conditions

Both the presentation and pre-test were administered in an air-conditioned, well-lit room that comfortably accommodated 70 subjects. Overhead transparencies were used to supplement presentation of the 45-15 plan. Administration was conducted by this investigator.

Instructions for filling out the questionnaire were given verbally and in writing. The subjects were instructed to read the questions twice. If they did not understand the question they were instructed to leave it blank. They were also instructed to write N/A (not applicable) for questions not directly relevant to the individual.

Pre-Test Description

The pre-test consisted of 23 items directed to the three categories previously mentioned. The pre-test may be seen in Appendix III. Upon receipt of the pre-test responses, the data was then tabulated in terms of "Response" and "No Response" categories.

Post-Test Description

After ascertaining the number of response vs. no response on the pre-test, high "no response" items were deleted and the survey reconstructed. Items maintaining a 75% response were retained while those with less than 75% were deleted or re-written. Some items were deleted from the pre-test due to their perceived irrelevancy to the study. The post-test contained 10 of the original 23 items established. The items deleted may be found in Appendix II. The post-test was administered one week later to the same sample.

Validity and Reliability of Instrument

As previously mentioned, face validity was established by a panel of experts. Further validity was established through the administration of a pre-test, deletion and re-construction of items, post-test.

Statistical Procedure

Reliability of the instrument was determined by a chi-square analysis of the pre-test and post-test "response, no response" categories. This analysis found the two modes of response to be significant at the .01 level of confidence. The number of responses in the post-test were greater than the responses for the pre-test. The analysis may be seen in Table I.

TABLE I

Analysis of "Response" and "No Response"
of Sample to Pre- and Post- Forms of
Community Survey

N = 130

	Response	No Response	Total
Pre	1043 40.7%	267 10.43%	1310 51.17%
Post	1156 45.16%	94 3.67%	1250 48.83%
Total	2199 85.9%	361 14.1%	2560 100%

Chi Square = 16.268; 1df
Significant .01

Description of the Validation Sample

The validation sample selected was a training program for school aides who represented diverse backgrounds with one common interest: educational employment. The validation sample consisted of 131 school aides (N=131) in the administration of the pre-test and 125 (N=125) in the post-test. The difference of six aides was uncontrollable due to absence from illness.

Table II presents a description of the sample by variables.

TABLE II
Validation Sample Description
N=125

Total Respondents
Post Test = 125 = N

Age:
Distribution: 16-56
Range: 39
Mean: 31
Mode: 21

Breakdown:
Age 16-31 65=52%
32-41 32=25.6%
42-51 25=20%
52-61 3=2.4%

Familial Position
Mothers = 69 = 55.2%
Fathers = 18 = 14.4%
Other = 36 = 28.8%
N.R. = 2 = 1.6%

Nationality
Guam = 114 = 91.2%
U.S.A. = 4 = 3.2%
Philippines = 6 = 4.8%
Other = 1 = 0.8%

Marital Status:
Married = 86 = 68.8%
Single = 33 = 26.4%
Other = 6 = 4.8%

Average Number of Children in Immediate Family
3.2 = Mean

Average Size of Family Coming From
6.98 = Mean

Last Grade Completed
10.38 = Mean

Sex:

Male = 24 = 19.2%
Female = 100 = 80%
N.R. = 1 = 0.8%

Number of Years on Guam:

Distribution: 0-55 years
Mean: 27 years
Mode: 19 years

Education:

Have high school diploma: 65 = 52%
C.E.D.: 6 = 4.8%
Have neither: 54 = 43.2%

Results and Conclusions

The chi-square analysis used to establish reliability showed a high level of significance in the quantity of "response" and "no response" to survey items. There was also an increased percentage of responses by the sample thus indicating the quality of the items.

Having thus established the validity and reliability of this preliminary instrument, it is possible to conclude that the instrument is now suitable for use with a randomly selected population from the general community.

CHAPTER II COMMUNITY SURVEY AND RESULTS

Introduction:

The following represents the results of a community survey designed to assess community attitude towards the concept of the 45-15 plan of contiguous education.

Statement of the Problem

The question to which this study addresses itself is: Will the people of Orem, once familiar with the year-round school concept, support a pilot study in three elementary schools for a period of two (2) years?

Re-Statement of Hypotheses

There will be favorable community response to the concept of year-round schools, namely the 45-15 plan.

1. Females will be more favorable to the concept of year-round schools than males.
2. Persons 26-45 years of age will be more favorable to the concept of year-round school than those of any other age group.
3. Persons with greater income will be more favorable to the concept of year-round school than those with lesser income.

4. Persons with U.S. Mainland origin will be more favorable to the concept of year-round school than those of non-U.S. origin.
5. Persons with smaller families will be more favorable to the concept of year-round school than those with larger families.
6. Persons who determine their own leave schedules will be more favorable to the concept of year-round school than those whose leave is determined by others (supervisors, children's vacation).
7. Persons welcoming the chance to take leave during other months than they do now will be more favorable to the concept of year-round school than those who do not.
8. Persons who do not use a babysitter will be more favorable to the concept of year-round school than those who use a babysitter (family member, neighbor, hired person).
9. Persons having greater family responsibility (father, mother) will be more favorable to the concept of year-round schools than those with lesser family responsibility (others; son, daughter, uncle, aunt).

10. Families in which only one parent works outside the home will be more favorable to the concept of year-round school than those in which both parents work outside the home.

Study Design

It was decided after consultation with instrument development experts that a survey of community opinions about year-round schools would necessarily have to include parents of the schools actually affected. It was perceived by the Central Coordinating Committee that a survey of island wide magnitude would not be possible at this time given the amount of time and number of personnel.

The committee reasoned that most people were ignorant of the advantages and disadvantages associated with year-round education. Then too, most year-round plans previous to 1970 had failed in that they were discontinued. Misconceptions already existed about year-round schools.

What was needed was an intensive public information program designed to inform rather than sell the proposed 45-15 plan.

Using the appropriated funds from Public Law 12-30, the author developed press packets, film strips and brochures, scheduled speaking engagements before PTA's in the pilot area, community service organizations, parochial school teachers and officials, employees of the Department of Education (clerical staff, custodians and cafeteria workers, pilot school teachers) and other interested groups (see Appendix VI for

a list of organizations contacted). At each of these meetings a fifteen - twenty minute presentation on the 45-15 advantages and disadvantages as well as mechanics of operation was followed by distribution of the validated survey instrument. These were collected upon completion. A record was kept of the total number passed out and number returned. A high return was effected by this method.

The total number of questionnaires distributed at the various meetings following validation of the instrument was 1,171. Of these, 919 were returned. This represents a return rate of 78.48% ($919 \div 1,171$).

If one were to include the opinions of the validation sample this would give a total of 1,296 questionnaires distributed. Of those, 1,044 were returned. This represents a return rate of 80.56% ($1,044 \div 1,296$). However, the overall reaction to the 45-15 plan by the validation sample was tabulated separately and may be seen in Appendix I.

The return rates of each group surveyed may be seen in Table III.

A separate analysis of teachers in the actual pilot area may be seen in Appendix VIII.

It was perceived that, by using the above method, a representative sample of attitudes towards the concept of year-round schools could be obtained. A favorable response to the concept was defined to be 51% or more.

Presentation of Community Survey Data

This chapter will make no attempt to analyze data or draw conclusions. Table IV represents a summary of responses to the survey. Numbers in parenthesis refer to percentages while numbers alone represent the actual raw score of those responding in a particular manner.

TABLE III
SURVEY RESPONDENTS LIST
 (Return Rate)

	<u>Name of Group</u>	<u>Number Distributed</u>	<u>Number Returned</u>	<u>% Return</u>
1.	M.A. Uileca Parents	160	155	96.88
2.	Harmon Loop Parents	75	65	86.67
3.	Wettengel Parents	65	60	92.31
4.	School Principals and Cabinet Members	40	34	85.00
5.	Rotary Club of Guam	50	34	68.00
6.	Tumon Rotary Club	39	22	56.41
7.	Catholic School Teachers and Priests	204	98	48.03
8.	Adult Evening Classes Vocational	170	170	100.00
9.	School clerks and office workers	67	65	97.01
10.	School custodians	73	57	78.08
11.	Cafeteria Workers	122	83	68.03
12.	Pilot School Teachers, Librarians and Counselors	106	76	71.70

Total Rate of Return = $919/1171 = \underline{79.40\%}$

Total Rate of Return including validation sample = $\frac{1044}{1296} = \underline{80.56\%}$

TABLE IV
SUMMARY OF RESULTS
(Total N = 919)

What sex are you?			
Item from Instrument	Male	Female	No Response
A	384 (41.70)	480 (52.23)	55 (5.98)
			Total
			919 (100)

Circle the numbers that best represent your annual income.

Item from Instrument	0-3000	3-6000	6-9000	9-12,000	12,000-over	No Response
B	87 (9.47)	182 (19.80)	199 (21.65)	139 (15.13)	166 (18.06)	146 (15.89)
						Total
						919 (100)

What village do you live in?

Item from Instrument	North	Central	South	No Response
C	543 (59.1)	237 (25.8)	121 (13.2)	18 (1.9)
				Total
				919 (100)

TABLE IV (cont'd.)

What is your nationality?					
Item from Instrument	Guamanian	Filipino	U.S. Statesider	Other	No Response
D	464 (50.49)	138 (15.02)	251 (27.31)	40 (4.35)	26 (2.33)
					919 (100)

What is your occupation? *									
Item from Instrument	Professional ¹	Sales ²	Clerical ³	Craftsmen ⁴	Service ⁵	Transport ⁶			
E	315 (34.28)	31 (3.37)	113 (12.30)	130 (14.15)	186 (20.24)	17 (1.85)			
	Farm ⁷	Housewife ⁸	Military	Student	No Response	Total			
1	58 (0.11)	36 (3.92)	21 (2.23)	11 (1.10)	919 (100)				

* Occupational classification 1 thru 8 from: U.S. Government Printing Office, Washington, D.C. Census of Population: 1970 General Population Characteristics Final Report NC (1) - B54 Guam, Occupation of Employed Persons: 1970 Occupational Class of Worker. Appendix pp.10-15.

TABLE IV (cont'd.)

What is your age?								
Item from Instrument	15-25	26-35	36-45	46-55	56-65	65+	No Response	Total
F	190 (19.52)	281 (30.50)	240 (27.02)	100 (11.00)	24 (2.70)	2 (0.22)	27 (4.03)	919 (100)

How many children do you have?

Item from Instrument	0	1-4	5-8	9-12	13+	No Response	Total
G	234 (25.16)	443 (48.80)	109 (10.39)	14 (4.79)	3 (0.37)	15 (1.60)	919 (100)

Counting yourself how many brothers and sisters do you have?

Item from Instrument	1-4	5-8	9-12	13+	No Response	Total
H *						

* Data from item H was incomplete and was not tabulated.

TABLE IV (cont'd.)

Circle your family responsibility.

Item from Instrument	Father	Mother	Other Family Member	No Response	Total
1	378 (41.13)	285 (31.01)	129 (14.04)	127 (13.82)	919 (100)

Do both father and mother have jobs outside the home?

Item from Instrument	No	Yes	No Response	Total
2	369 (40.15)	425 (46.25)	125 (13.62)	919 (100)

Circle who determines when you take leave from your job.

Item from Instrument	Supervisor	Own decision	Children's Vacation	No Response	Total
3	307 (33.41)	395 (42.93)	62 (6.75)	155 (16.87)	919 (100)

TABLE IV (cont'd.)

Would you welcome the chance to take leave from your job during other months than you do now?

Item from Instrument	No	Yes	No Response	Total
4	253 (23.07)	443 (48.75)	213 (23.12)	919 (100)

Who is your babysitter?

Item from Instrument	I do not use a babysitter	family member	neighbor
5	109 (44.50)	128 (21.55)	30 (3.26)
	hired person	no response	Total
	76 (8.27)	206 (22.42)	919 (100)

TABLE IV (cont'd.)

How many children do you have in each grade level?											
Item from Instrument	6	0	1	2	3	4	5	6	7	8	Total
Total K-3 = 541	K-3	565 (61.48)	219 (23.83)	95 (10.34)	32 (3.48)	6 (0.65)	1 (0.11)	-	1 (0.11)	-	919 (100)
Total 4-6 = 469	4-6	621 (67.57)	171 (18.50)	96 (10.45)	21 (2.29)	7 (0.76)	3 (0.33)	-	-	-	919 (100)
Total 7-12 = 572	7-12	641 (69.75)	114 (12.40)	85 (9.25)	50 (5.44)	16 (1.74)	3 (0.37)	2 (0.22)	2 (0.22)	1 (0.11)	919 (100)

Circle your reaction to the 45-15 plan.

Item from Instrument	Average	Excellent	Good	No Opinion	Poor	No Response	Total
7	164 (17.85)	119 (12.95)	229 (24.29)	172 (13.72)	167 (13.17)	69 (7.40)	919 (100)

TABLE IV (cont'd.)

Would you encourage your educators to try the
45-15 plan on a pilot basis in three elementary schools
for two years?

Item from Instrument	No	Yes	No Response	Total
8	262 (28.51)	537 (58.43)	120 (13.66)	919 (100)

CHAPTER III
ANALYSIS, CONCLUSIONS, RECOMMENDATIONS
AND IMPLICATIONS

Analysis

Table V represents a summary of the favorable, no opinion and unfavorable responses to criterion question number 7 (Circle your reaction to the 45-15 plan). Table VI represents a summary of the responses to criterion question number 8 (Would you encourage your educators to try the 45-15 plan on a pilot basis in three elementary schools for two years?).

Analysis of responses to these two questions indicates that the people surveyed ($N = 1044$) reacted favorably (57.6%) to the concept of the 45-15 plan. 18.6% expressed no opinion while 17.2% indicated an unfavorable (poor) reaction to the plan. When asked if they would encourage educators to try 45-15 on a pilot basis in three elementary schools, 61.3% of the combined totals responded "yes". Another 11.9% failed to respond while 26.8% said "no".

The favorable responses outnumbered the unfavorable by a 3.3 to 1 ratio.

The Chi Square Analysis was used to analyze response data. The analysis showed that for both criterion questions (i.e. reaction to year-round school; and encouragement of a two year pilot study) females responded more favorably than males (Table VI-A). Both were significant at the .05 level of confidence. Hypothesis number one (1) is therefore found to be acceptable.

TABLE V
RESPONSE TO CRITERION QUESTION
"Circle your reaction to the 45-15 plan."

	Subject Response			Total
	Favorable	No Opinion	Unfavorable	
Combined Total %	601 57.6	194 18.6	130 17.2	69 6.6 1044 100.0

TABLE VI
RESPONSE TO CRITERION QUESTION
"Would you encourage your educators to try the 45-15 plan
on a pilot basis in three elementary schools for two years?"

	Subject Response			Total
	No	Yes	No Response	
Combined Total %	280 26.8	640 61.3	124 11.9	1044 100.0

Persons within the 26-45 years of age category reacted more favorably to year-round schools than any other age group (Table VI-B). However, this difference was not significant enough to support the hypothesis that age is a determining factor of opinion regarding year-round schools. Therefore, hypothesis number two is not accepted.

Persons in the "lesser" income category tended to react more favorably to year-round school than persons in the "greater" income category. The difference, however, was found to be not significant.

Persons in the "greater" income category encouraged educators to try "45-15" at a significantly higher rate (.05 level) than did persons of "lesser" income (Table VI-C). Therefore, hypothesis number three is only partially accepted.

There was a significant difference in the way various nationalities responded, both in their reaction to year-round schools and their encouragement to try a pilot program (Table VI-D). Guamanians as a group were more favorable to both year-round school and to the proposed pilot program (.05 level). Next were U.S. Mainlanders, followed by Filipinos and other nationalities (Chinese, Korean, Japanese). Hypothesis number four is not accepted.

Persons with smaller families (1-4 children) reacted more favorably to year-round school than those of any other group (no children and large families). However, this difference was found not significant (Table VI-E). Therefore, hypothesis number five is not acceptable.

Persons determining their own leave schedules reacted more favorably to both year-round schools and the implementation of a pilot program. Both differences were found to be significant at the .05 level (Table VI-F).

Therefore hypothesis number six is acceptable.

Persons expressing a desire to take leave during other months than they do now reacted more favorably to both year-round school and the pilot implementation. Both differences were found to be significant at the .05 level (Table VI-G). Therefore hypothesis number seven is accepted.

Persons not using babysitters reacted more favorably to year-round schools and the pilot implementation than those using babysitters. However the differences were found to be not significant (Table VI-H). Therefore hypothesis number eight is not accepted.

Fathers reacted more favorably to year-round schools and pilot implementation than mothers and others. However, the differences were found to be not significant (Table VI-I). Therefore hypothesis number nine is not accepted.

Families in which both father and mother worked were more favorable to year-round school and the pilot implementation than families in which only one parent worked. The difference, however, was found to be not significant (Table VI-J). Therefore hypothesis number ten is not accepted.

Conclusions

The findings of these analyses lead to the conclusion that the variables of (1) age, (2) family size, (3) use of a babysitter, (4) family responsibility, (5) income and, (6) parental work patterns are not descriptive criteria in assessing opinion toward the 45-15 plan of year-round school.

The variables of (1) sex, (2) nationality, (3) leave decision and, (4) leave time desirability did indeed affect response patterns of the

subjects. In many cases, the differences in responses in terms of these variables were found to be highly significant and therefore acceptable as identifiable variables for consideration.

Therefore it is concluded that the inhabitants of Guam, once familiar with the 45-15 plan of year-round school, will indeed support a pilot study for two years in three elementary schools.

Any implementation of a pilot program must address itself to the influential variables reported in this study in order to assure maximum continuity with community opinion.

Recommendations

It is recommended the Board of Education and the Department of Education proceed with plans to implement the 45-15 plan on a pilot basis for two years in the previously recommended area of Dededo, Guam. Special emphasis should be given to involving personnel associated directly with education, namely teachers and support staff and services.

It is further recommended that if no action is taken by the Board of Education in regards to a pilot program by February 1, 1973 that all plans relative to year-round education be abandoned and other solutions to overcrowded classes be actively sought.

It is recognized by this author that announcement of plans to implement any year-round school program requires a lead time of twelve to eighteen months to insure proper planning. Therefore it is recommended that a minimum of fifteen (15) months be allowed for planning. Given the February 1, 1973 time line, implementation of the 45-15 plan must be undertaken no earlier than June 1975.

In view of the fact that successful year-round schools do not just happen but are planned for it is further recommended that if the Board decides to implement a pilot program that immediate steps be taken to:

1. set up evaluation models within the area of curriculum
2. secure the services of a consultant to coordinate pre-implementation for fifteen months and an assistant to be named by the Department of Education
3. provide for an external cost/benefit analysis
4. provide for a socio-economic impact study
5. begin work on necessary curriculum revision
6. identify areas needing immediate attention (e.g. custodial schedules, administrative and salaries, teacher contracts, scheduling, etc.)
7. provide for an extensive public information dissemination program in the pilot area with a person assigned this task on a full-time basis.

Implications

The fact that over one-half (52.5%) the people surveyed indicated they would welcome the opportunity to take leave during other months than they do now indicates a change in attitudes towards the traditional summer vacation. Perhaps people are beginning to recognize the value (both educational and economical) of other periods than summer for vacations.

A major concern in districts considering 45-15 year-round education in the U.S. has been the effect 45-15 would have on working mothers and

the inherent problem of hiring and finding babysitters. This concern did not materialize on Guam to the extent it has in the U.S. Of the almost one-third who indicated they used babysitters, over three-fourths of these parents (76.7%) used either a family member or neighbor for this chore. Of this group about 23% hired or paid for babysitters. This seems to support the observation that Guam parents (especially Chamorro parents) have close-knit family ties in which family responsibilities are shared. More often than not, neighbors on Guam are likely to also be either blood relatives or at least relatives by marriage.

A large percentage (43.53% of those surveyed indicated they determined their own leave schedules while 40.9% indicated that decision was made by others. Surprisingly only 8.33% said that their children's vacation from school dictated when they took leave. This seems to lend credibility to the observation that people would be willing to take leave or vacations during other months than they do now regardless of perceived disruptions to their children's education.

There also appears to be a direct relationship between income and willingness to experiment with new ideas. The greater the income the greater this willingness. This researcher in no way has attempted to provide an exhaustive, in-depth study of the complex sociological patterns existent on Guam today.

TABLE VI-A
ANALYSIS OF RESPONSE
BY
SEX
N = 863

Sex	Subject Response				Total
	Favorable	No Opinion	Poor	No Response	
Male %	226 26.19	78 9.04	53 6.14	27 3.13	384 44.50
Female %	262 30.36	80 9.27	105 12.17	32 3.71	479 55.50
Total %	488 56.55	158 18.31	158 18.31	59 6.83	863 100.0

Chi Square = 10.82* df = 3
Significant .05

TABLE VI-A (cont'd.)

ANALYSIS OF "YES - NO"
RESPONSES BY SEX
N = 864

Sex	Subject Response			Total
	No	Yes	No Response	
Male %	96 11.1	238 27.5	50 5.8	384 44.4
Female %	152 17.6	267 30.9	61 7.1	480 55.6
Total %	248 28.7	505 58.4	111 12.8	864 100.0

Chi Square = 4.820, df = 2
Significant = .05

TABLE VI-B
ANALYSIS OF RESPONSE
BY
AGE
N = 882

Age	Subject Response				Total
	Favorable	No Opinion	Unfavorable	No Response	
25 years and below %	95 10.8	40 4.5	30 3.4	15 1.7	180 20.4
26 - 45 yrs. %	299 33.9	98 11.1	95 10.8	38 4.3	530 60.1
46 years and above %	103 11.7	26 2.9	30 3.4	13 1.5	172 19.5
Total %	497 56.3	164 18.6	155 17.6	66 7.5	832 100.0

Chi Square = 4.900, df = 6
Not Significant

TABLE VI-B (cont'd.)
 ANALYSIS OF "YES - NO" RESPONSES
 BY
 AGE
 N = 882

Age	Subject Response			Total
	No	Yes	No Response	
25 and above %	49 5.6	102 11.6	29 3.2	180 20.4
26 - 45 years %	155 17.6	309 35.0	66 7.5	530 60.1
46 years and above %	45 5.1	108 12.2	19 2.2	172 19.5
Total %	249 28.3	519 58.8	114 12.9	882 100.0

Chi Square = 3.290, df = 4
 Not significant

TABLE VI-C

ANALYSIS OF RESPONSE
BY
INCOME
N = 772

Income	Subject Response			
	Favorable	No Opinion	Unfavorable	No Response
Lower 0-9000/annum %	264 34.2	26 11.1	86 11.1	32 4.2
Higher \$9000/annum and above %	179 23.2	53 6.9	57 7.4	15 1.9
Total %	443 57.4	139 18.0	143 18.5	47 6.1
				468 60.6
				304 39.4
				772 100.0

Chi Square = 1.79, df = 3
Not Significant

TABLE VI-C (cont'd.)
 ANALYSIS OF "YES - NO" RESPONSES
 BY
 INCOME
 N = 773

Income	Subject Response			Total
	No	Yes	No Response	
Lower 0-9000/annum %	147 19.0	259 33.5	62 8.0	468 60.5
Higher 9000/annum and above %	75 9.7	198 25.6	32 4.2	305 39.5
Total %	222 28.7	457 59.1	94 12.2	773 100.0

Chi Square = 7.270, df = 2
 Significant = .05

TABLE VI-D
ANALYSIS OF RESPONSE
BY
NATIONALITY
N = 892

Nationality	Subject Response				Total
	Favorable	No Opinion	Unfavorable	No Response	
Guamanian %	240 26.9	104 11.7	77 8.6	43 4.8	464 52.0
Filipino %	87 9.8	25 2.8	20 2.2	6 .67	138 15.5
U.S. Mainlander %	146 16.4	34 3.8	61 6.8	9 1.0	250 28.0
Other %	24 2.7	7 .79	6 .67	3 .34	40 4.5
Total %	497 55.7	170 19.1	164 18.4	61 6.8	892 100.0

Chi Square = 25.88**, 9 df
Significant = .05

TABLE VI-D (cont'd.) ANALYSIS OF "YES - NO" RESPONSES BY
NATIONALITY
N = 893

Nationality	Subject Response		
	No	Yes	Total
Guamanian %	140 15.7	257 28.8	67 7.5 454 42.0
Filipino %	38 4.3	77 8.6	23 2.6 138 15.5
U.S. Mainlander %	75 8.4	158 17.7	18 2.0 251 28.1
Other %	6 0.7	29 3.2	5 0.6 40 4.5
Total %	259 29.0	521 58.3	113 12.7 893 100.0

Chi Square = 16.230*, df = 6
Significant = .05

TABLE VI-E
ANALYSIS OF RESPONSE
BY
FAMILY SIZE
N = 908

Family Size	Subject Response				Total
	Favorable	No Opinion	Poor	No Response	
No Children %	126 13.9	42 4.6	49 5.4	22 2.4	239 26.3
1-4 children %	264 29.0	78 8.6	77 8.5	29 3.2	448 49.3
5 or more %	114 12.6	52 5.7	38 4.2	17 1.9	221 24.4
Total %	504 55.5	172 18.9	164 18.1	68 7.5	908 100.0

Chi Square = 7.990, df = 6
Not significant

TABLE VI-E (cont'd.)
 ANALYSIS OF "YES - NO" RESPONSES
 BY
 FAMILY SIZE
 N = 902

Family Size	Subject Response			Total
	No	Yes	No Response	
no children %	66 7.3	131 14.5	41 4.6	238 26.4
1-4 children %	129 14.3	271 30.0	49 5.4	449 49.8
5 or more children %	65 7.2	120 13.3	30 3.3	215 23.8
Total %	260 28.8	522 57.8	120 13.3	902 100.0

Chi Square = 5.800, df = 4
 Not Significant

TABLE VI-F
ANALYSIS OF RESPONSES
BY
LEAVE DETERMINATION
N = 765

Leave Determined by	Subject Response				Total
	Favorable	No Opinion	Poor	No Response	
Supervisor %	181 23.7	54 7.1	54 7.1	18 2.4	307 40.1
Own Decision %	220 28.8	86 11.2	68 8.9	22 2.9	396 51.8
Children's Vacation %	29 3.8	7 0.9	22 2.9	4 0.5	62 8.1
Total %	430 56.2	147 19.2	144 18.8	44 5.8	765 100.0

Chi Square = 42.27**, df = 6
Significant .05

TABLE VI-F (cont'd.)
 ANALYSIS OF "YES - NO" RESPONSES
 BY
 LEAVE DETERMINATION
 N = 764

Leave Determined by:	Subject Response			Total
	No	Yes	No Response	
Supervisor %	86 11.3	187 24.4	34 4.5	307 40.2
Own decision %	110 14.4	245 32.1	40 5.2	395 51.7
Children's vacation %	30 3.9	26 3.4	6 .8	62 8.1
Total %	226 29.6	458 59.9	80 10.5	764 100.0

Chi Square = 12.95, df = 4
 Significant = .05

TABLE VI-G
ANALYSIS OF RESPONSE
BY
DESIRE TO TAKE LEAVE DURING OTHER MONTHS
N = 706

Other Leave Time	Subject Responses				Total
	Favorable	No Opinion	Poor	No Response	
No %	99 14.0	50 7.0	93 13.2	16 2.3	258 36.5
Yes %	309 43.8	76 10.8	39 5.5	24 3.4	448 63.5
Total %	408 57.8	126 17.8	132 18.7	40 5.7	706 100.0

Chi Square = 143.76**, df = 3
Significant = .05

TABLE VI-G (cont'd.)
 ANALYSIS OF "YES - NO" RESPONSE
 BY
 OTHER LEAVE TIMES
 N = 706

Other Leave Time	Subject Response			Total
	No	Yes	No Response	
No %	127 18.0	108 15.3	23 3.2	258 36.5
Yes %	74 10.5	328 46.5	46 6.5	448 63.5
Total %	201 28.5	436 61.8	69 9.7	706 100.0

Chi Square = 88.900**, df = 2
 Significant = .05

TABLE VI-H
ANALYSIS OF RESPONSE
BY
USE OF BABYSITTER
N = 713

Use of Babysitter	Subject Response				Total
	Favorable	No Opinion	Poor	No Response	
Do Not Use %	233 32.7	79 11.1	77 10.8	20 2.8	409 57.4
Do Use %	183 25.7	47 6.6	53 7.4	21 2.9	304 42.6
Total %	416 58.3	126 17.7	130 18.2	41 5.8	713 100.0

Chi Square = 3.400, df = 3
Not Significant

TABLE VI-H (cont'd.)
ANALYSIS OF "YES - NO" RESPONSES
BY
BABYSITTER
N = 713

Use of Babysitter	Subject Response			Total
	No	Yes	No Response	
Do not use %	127 17.8	243 34.1	39 5.5	409 57.4
Do use	86 12.1	188 26.3	30 4.2	304 42.6
Total %	213 29.9	431 60.4	69 9.7	713 100.0

Chi Square = 0.7800, df = 2
Not Significant

TABLE VI-I
ANALYSIS OF RESPONSE
BY
FAMILY RESPONSIBILITY
N = 790

Family Responsibility	Subject Response				Total
	Favorable	No Opinion	Poor	No Response	
Father %	218 27.6	77 9.7	57 7.2	20 2.6	372 47.1
Mother %	152 19.2	53 6.7	60 7.6	23 2.9	288 36.5
Other %	75 9.5	21 2.7	29 3.7	5 0.6	130 16.5
Total %	445 56.3	151 19.1	146 18.5	48 6.1	790 100.0

Chi Square = 9.88, df = 6
Not Significant

TABLE VI-I (cont'd.)
 ANALYSIS OF "YES - NO" RESPONSES
 BY
 FAMILY RESPONSIBILITY
 N = 791

Family Responsibility	Subject Response			Total
	No	Yes	No Response	
Father %	99 12.5	235 29.7	38 4.8	372 47.0
Mother %	95 12.0	153 19.3	41 5.2	289 36.5
Other %	34 4.3	81 10.2	15 1.9	130 16.4
Total %	228 28.8	469 59.3	94 11.9	791 100.0

Chi Square = 7.58, df = 4
 Not Significant

TABLE VI-J
ANALYSIS OF RESPONSE
BY
PARENTAL WORK PATTERNS
N = 793

Working Parents	Subject Response				Total
	Favorable	No Opinion	Poor	No Response	
Father & Mother %	224 28.2	73 9.2	98 12.4	29 3.7	424 53.5
One Parent %	217 27.4	83 10.5	46 5.8	23 2.8	369 46.5
Total %	441 55.6	156 19.7	144 18.2	52 6.5	793 100.0

Chi Square = 16.270**, df = 3
Significant = .05

TABLE VI-J (cont'd.)
 ANALYSIS OF "YES - NO" RESPONSES
 BY
 PARENTAL WORK PATTERNS
 N = 794

Working Parents	Subject Response			Total
	No	Yes	No Response	
Father & Mother %	136 17.1	236 29.7	53 6.7	425 53.5
One Parent %	95 12.0	228 28.7	46 5.8	369 46.5
Total %	231 29.1	464 58.4	99 12.5	794 100.0

Chi Square = 3.760, df = 2
 Not Significant

APPENDIX I

N = 125

Item-by Item Analysis - Post Test

1. What is your family responsibility? 19 (14.4)* father;
59 (58.2) mother; 36 (35.8) other; 2 (1.6) no response
2. Do both mother and father in your family have jobs outside the home?
72 (57.6) yes; 32 (41.6) no; 1 (0.8) no response
3. During what month do you presently take leave (vacation) from your job?

June, July, August	=	49 (39.2)
Sept., Oct., Nov.	=	1 (0.8)
Dec., Jan., Feb.	=	6 (4.8)
March, April, May	=	0 (0.0)
When needed	=	21 (16.8)
Take no leave	=	48 (38.4)
4. About how many days leave from your job do you take each year?

Mean	=	8.5 days
Distribution	=	1-30 days
5. Would you welcome the opportunity to take leave during other months?

Yes	=	100 (80.0)
No	=	18 (14.4)
N.R.	=	7 (5.6)
Fathers: Yes = 15 (83.3)	No = 3 (16.7)	
Mothers: Yes = 58 (84.1)	No = 6 (8.7)	
No Response = 7	(56.0)	
Others (non-married, single) Yes = 27 (75.0)	No = 9 (25.0)	

* Figures in parentheses are percentages

6. Which of the following determines when you take your leave? (N = 125)

Supervisor	=	22 (26.4)
Own decision	=	60 (48.0)
Child's vacation	=	23 (20.0)
No Response	=	7 (5.6)

7. Do you presently use a babysitter for your children who are not in school?

Yes	=	26 (28.80)
No	=	38 (30.40)
No Response	=	51 (40.80)

If yes to number 7, who is your babysitter? (N = 26)

family member	=	20 (92.3)
neighbor	=	2 (7.6)
hired person	=	3 (11.5)
No response	=	1 (3.8)

8. How many children do you have in each grade level? (N = 70)

Kindergarten - 27 (21.6)	Fourth - 25 (20.8)
First - 21 (16.8)	Fifth - 23 (18.4)
Second - 16 (12.8)	Sixth - 20 (16.0)
Third - 21 (16.8)	7-12th - 67 (53.6)
Total Elementary = 138 (70.2)	
Total Secondary = 68 (29.8)	

9. What is your reaction to "45-15" or the continuous school year? (N = 125)

Average	=	24 (19.2)	Poor	=	6 (4.8)
Excellent	=	30 (24.0)	Very Poor	=	7 (5.6)
Good	=	35 (28.0)	No Response	=	1 (0.8)
No Opinion	=	22 (17.6)			

Positive	=	89 (71.2)
Neutral	=	22 (17.6)
Negative	=	13 (10.4)
No Response	=	1 (0.8)

10. Would you be willing to try "45-15" (continuous school year) for two years in three elementary schools?

Yes	=	103 (82.4)	No	=	18 (14.4)	No Response	=	4 (3.2)
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APPENDIX II

DELETED ITEMS FROM PRE-TEST

1. How many children in your family attend Guam public schools?
2. What is your nationality?
☐ U.S. Mainlander ☐ Chamorro ☐ Filipino
☐ Trust Territory ☐ Other
4. Please check your age.
☐ 15-19 ☐ 20-24 ☐ 25-29 ☐ 30-34
☐ 35-39 ☐ 40-44 ☐ 45-49 ☐ 50 plus
5. Yearly income bracket. Please check the appropriate box.
☐ \$2000 or less
☐ \$2000 to 4000
☐ \$4000 to 6000
☐ \$6000 to 12,000
☐ \$12,000 and above
7. I have resided on Guam for: (check one)
☐ 0 thru 5 years ☐ 6 thru 10 years ☐ 11 thru 15 years
☐ 15 plus
8. I am a:
☐ resident
☐ non-resident alien (contract worker)
☐ resident alien
12. When you are on vacation which of the following would you most likely do? (check one)
☐ go off island
☐ relax around the house
☐ work at part-time job
☐ other? Please explain _____
16. Does how your child feels toward 45-15 influence your opinion?
☐ Yes ☐ No
17. Would you encourage your legislators to vote higher tax appropriations to avoid 45-15? ☐ Yes ☐ No
18. Check below how your secondary (7th thru 12th grade) aged children made use of their summer vacation.
☐ worked
☐ part-time
☐ full-time Where? _____

18. (cont'd.)

- ☐ attended summer school
- ☐ vacationed with family
 - ☐ off-island
 - ☐ around the house
- ☐ other (please specify) _____
- ☐ participated in organized recreational activities
please describe _____

22. Free response question deleted on past and final form.

23. Check here if you would like additional information on 45-15.

Note: Nos. 3, 4 and 5 above were included on the final form of the questionnaire as preliminary information and were deleted from the post-test because that information was already provided for in the pre-test. The body of the final form is in essence the same as the post-test instrument.

APPENDIX III

(Pre-Test)
COMMUNITY QUESTIONNAIRE

Directions for filling out the Questionnaire:

1. Do not place your name on the questionnaire unless, of course, you want to.
2. Read each question twice. If you do not understand a question leave it blank. If a question does not apply to you write N/A.
3. If you have questions about 41-45 not answered by the presentation please jot these down on the questionnaire in the space provided. Future meetings, newspaper articles and publications will answer questions.

1. How many children in your family attend
Guam Public Schools? _____
2. Who are you? _____ father _____ mother
_____ father and mother _____ other
3. What is your nationality? (check one)
_____ U.S. Mainlander _____ Chamorro _____ Filipino
_____ Trust Territory _____ Other
4. Please check your age:
_____ 15 - 19 _____ 20 - 24 _____ 25 - 29 _____ 30 - 34
_____ 35 - 39 _____ 40 - 44 _____ 45 - 49 _____ 50 plus
5. Yearly income bracket: Please check the appropriate box
_____ \$3000 or less
_____ \$3000 to 6000
_____ \$6000 to 9000
_____ \$9000 to 12,000
_____ 12,000 and above
6. Being as brief as possible, explain your job or position.
(ex: teacher, custodian, insurance executive, bus driver, etc.)

7. I have resided on Guam for: (check one)
_____ 0 thru 5 years _____ 6 thru 10 years _____ 11 thru 15 years
_____ 15 plus

16. Does how your child feels toward 45-15 influence your opinion of the plan?
Yes _____ No _____
17. Would you encourage your legislators to vote higher tax appropriations to avoid the 45-15 plan?
Yes _____ No _____
18. Check below how your secondary (7th thru 12th grade) school aged children made use of their summer vacation:
- () Worked
 () part time
 () full time
 Where? _____
- () Attended summer school
- () Vacationed with family
 () off-island
 () around the house
- () Other. Please specify: _____
- () Participated in organized recreational activities.
 Please describe _____

19. Please indicate the number of children you presently have in each grade level.
- _____ K-3 _____ 4-6
20. What is the length of your vacation period each year? (Please circle one)
- _____ 1 week _____ 2 weeks _____ 3 weeks
 _____ 4 weeks _____ 5 weeks or more
21. Would you be willing to give your support to the 45-15 plan on a trial basis of two years?
Yes _____ No _____

22. We would appreciate other comments you might have concerning the 45-15 plan. Please feel free to use the space provided for such comments. If you have questions, please feel free to contact us at 772-8524. Thank you for your cooperation.

23. ☐ CHECK HERE IF YOU WOULD LIKE ADDITIONAL INFORMATION ON 45-15.

Address all correspondence to:

Jeff Shafer
Coordinator - Year-Round School
P.O. Box DE
Agana, Guam 96910

When expecting personal replies please include address and name.

APPENDIX IV

CONTINUOUS SCHOOL YEAR COMMUNITY QUESTIONNAIRE
(Post-Test)

1. What is your family responsibility? _____ father _____ mother
_____ other family member
2. Do both mother and father in your family have jobs outside the home?
_____ yes _____ no
mother's occupation _____ father's occupation _____
3. During what month do you presently take leave from your job? _____
4. About how many days leave from your job do you take each year? _____
5. Would you welcome the opportunity to take leave during other months?
_____ yes _____ no
6. Which of the following determines when you take leave? (check one)
_____ Supervisor _____ my own decision _____ children's vacation
7. Do you presently use a babysitter for your children who are not in school?
_____ yes _____ no
If yes, who is your babysitter? _____ family member _____ neighbor
_____ hired person
8. How many children do you have in each grade level? _____ kindergarten;
_____ 1st; _____ 2nd; _____ 3rd; _____ 4th; _____ 5th; _____ 6th;
_____ 7th thru 12th
9. What is your reaction to 45-15 or the continuous school year?
_____ average; _____ excellent; _____ good; _____ no opinion; _____ poor;
_____ very poor
10. Would you be willing to try the 45-15 plan (continuous school year) for two years in three elementary schools? _____ yes _____ no

DELETED ITEM FROM POST-TEST

3. During what month do you presently take leave from your job? _____
4. About how many days leave from your job do you take each year? _____

APPENDIX V

45-15 CONTINUOUS SCHOOL YEAR QUESTIONNAIRE
(Final Form)

Preliminary information:

- A. What sex are you? (circle one) Male Female
 B. Circle the numbers that best represent your annual income:
 \$0-\$3000; \$3000-\$5000; \$5000-\$8000; \$8000-\$12,000; \$12,000 & over
 C. What village do you live in? _____
 D. What is your nationality? _____
 E. What is your occupation? _____
 F. What is your age? _____
 G. How many children do you have? _____
 H. Counting yourself how many brothers and sisters do you have? _____

Instructions for filling out the questionnaire:

- Please do not write your name on the questionnaire.
 - Answer all questions. If you do not understand a question, please leave it blank. If a question does not apply to you write N/A.
 - One questionnaire per family please.
- Circle your family responsibility: father; mother; other family member
 - Do both father and mother have jobs outside the home? (circle one)
No Yes
 - Circle who determines when you take leave from your job.
supervisor; own decision; children's vacation
 - Would you welcome the chance to take leave from your job during other months than you do now? (circle one) No Yes
 - Who is your babysitter? (circle one) I do not use a babysitter;
family member; neighbor; hired person
 - How many children do you have in each of the grade levels listed below?
kindergarten to 3rd grade; 4th grade to 6th grade;
7th grade to 12th grade
 - Circle your reaction to the 45-15 plan. average; excellent; good;
no opinion; poor
 - Would you encourage your educators to try the 45-15 plan on a pilot basis in three elementary schools for two years? (circle one)
No Yes

Address all inquiries to: Coordinator, Continuous School Year
 Department of Education
 P.O. Box DE
 Agana, Guam 96910

COMMENTS/QUESTIONS: _____

APPENDIX VI

Names of Organizations and Groups Contacted for
Speaking Engagements on 45-15 Continuous School Year

- * Tumon Rotary Club of Guam
- * Rotary Club of Guam
- * Ulloa Parents
- * Harmon Loop Parents
- * Wettengel Parents
- * School Custodians
- * School Cafeteria Workers
- * School Clerks
- * Teachers, Ulloa Elementary School
- * Teachers, Wettengel Elementary School
- * Teachers, Harmon Loop Elementary School
- * School Aids (validation sample population)
- * School Principals and Director's Cabinet
- * Catholic School Teachers and Priests
- * Adult Evening Classes Vocational and Technical High School
- Guam Business and Professional Women's Organization
- Junior Chamber of Commerce
- Guam Women's Club
- Navy Officer's Wives Club
- Andersen AFB Officers Wives Club
- Navy League of Guam
- Guam Air Force Association
- Guam Association of Retired People
- Chamber of Commerce

Democratic Women's Club of Guam
All Island Youth Association
Village Commissioners

* Starred groups responded and invited the author to make presentations on the 45-15 plan. Also indicates groups included in the final survey.

APPENDIX VII

TENTH GUAM LEGISLATURE
1969 (FIRST) Regular Session

Resolution No. 205

Introduced by _____
F. T. Ramirez

Relative to requesting the Board of Education to examine the possibility of operating the schools of Guam on a 12-month basis with the goal of making maximum use of public school facilities to make the educational dollar go farther.

1 BE IT RESOLVED BY THE LEGISLATURE OF THE TERRITORY OF GUAM:

2 WHEREAS, the responsibility of providing sufficient funds
3 and facilities for Guam's public school system is one of the
4 major tasks facing the government of Guam and this Legislature,
5 and thus every avenue must be explored to make certain that a
6 maximum use of all such facilities is being made to stretch our
7 educational dollar as far as possible; and

8 WHEREAS, under the present system, the school facilities
9 are not in use during the three month summer vacation period,
10 except for various summer programs which do not occupy all of
11 the facilities; and

12 WHEREAS, the Legislature is advised that certain communities
13 in the United States, faced with similar problems as those of
14 Guam, have successfully increased the efficiency of their school
15 systems by operating on a 12-month basis, which success merits
16 study by the Guam educational authorities to see whether the
17 same result could be obtained in Guam, especially such the
18 Legislature is advised that the new U.S. Commissioner of
19 Education favors such a system; now therefore be it

1 RESOLVED, that the Board of Education be and it is hereby
2 requested and directed to cause a study to be made of the
3 feasibility of operating Guam's school system on a 12-months'
4 basis, and to report the results of such study to the Legislature
5 when completed; and be it further

6 RESOLVED, that the Speaker certify to and the Legislative
7 Secretary attest the adoption hereof and that copies of the
8 same be thereafter transmitted to the Chairman of the Board of
9 Education, to the Director of Education, and to the Governor
10 of Guam.

DULY AND REGULARLY ADOPTED ON THE 19TH DAY OF JUNE, 1969.

James T. Sablan
Legislative Secretary

Joaquin C. Arriola
Speaker

APPENDIX VIII

SUMMARY OF RESULTS
(Teacher - Pilot Area) *

N = 106

Item No.	What sex are you?	Male	Female	No Response			
A		13 (12.26)	88 (83.02)	5 (4.72)			
B	Circle the numbers that best represent your annual income.	\$0-3000 2 ** (1.89)	3000-6000 0 (0.0)	6000-9000 39 (36.79)	9000-12,000 37 (34.91)	12,000-over 21 (19.31)	No Response 7 (6.60)
C	What village do you live in?	North	Central	South	No Response		
		106 (100)					
D	What is your nationality?	Guamanian	Filipino	U.S. Statesider	Other (Chinese, Japanese, Korean, etc.)	No Response	
		27 (25.47)	13 (12.26)	56 (52.83)	3 (2.83)	7 (6.60)	

* This summary includes the responses of teachers present in the audience of the three pilot school PTO meetings as well as those polled via their principals at a later date. No duplication exists due to the fact the teachers were instructed to fill out only one questionnaire.

** Part-time and non-degree teachers

Item No.

E	What is your occupation?*	Professional ¹						Sales ²		Clerical ³		Craftsman ⁴		Service ⁵		Transport ⁶	
		105 (100)															
F	What is your age? Distribution Mean = X =	Term ⁷		Housewife ³		Military		Student						No Response			
		15-25		26-35		36-45		46-55		56-65		65+		No Response			
		18 (16.98)		38 (35.85)		27 (25.47)		13 (12.26)		2 (1.39)		0		8 (7.55)			
G	How many children do you have?	0		1-4		5-8		9-12		13+		No Response					
		39 (36.79)		54 (50.94)		12 (11.32)		0		0		1 (0.94)					
H	Counting yourself how many brothers and sisters do you have?	1-4		5-8		9-12		13+		No Response							

* Occupational classification 1 thru 6 from: U.S. Government Printing Office, Washington, D.C.
Census of Population: 1970 General Population Characteristics Final Report PC (1) - B54 Guam,
Occupation of Employed Persons: 1970 Occupational Class of Worker. Appendix pp. 10-15.

Item No.

Item No.	Circle your family responsibility?	Father		Mother		Other Family Member		No Response	
1	Circle your family responsibility?	11 (10.33)	51 (48.11)			20 (19.87)		26 (22.64)	
2	Do both father and mother have jobs outside the home?	No	Yes					No Response	
		13 (12.25)	55 (62.26)					27 (23.47)	
3	Circle who determines when you take leave from your job.	Supervisor		own decision		children's vacation		No Response	
		35 (33.02)	34 (32.19)			17 (16.04)		20 (18.37)	
4	Would you welcome the chance to take leave from your job during other months than you do now?	No	Yes					No Response	
		42 (39.62)	50 (47.17)					12 (12.26)	
5	Who is your babysitter?	I do not use a babysitter		family member		neighbor		hired person	
		62 (58.40)	4 (3.77)			2 (1.80)	15 (15.09)	22 (20.75)	

Item No.

Item No.		K-3	4-6	7-12	0	No Response
6	How many children do you have in each grade level?	17=1 6=2 2=3 21=0	23 = 1 7 = 2 3 = 3 7 = 0	12 = 1 2 = 2 3 = 3 77 = 0	21 = 0 22 = 0 27 = 0	0
7	Circle your reaction to the 45-15 plan.	Average 17 (26.04)	Excellent 8 (7.55)	Good 22 (26.67)	No opinion 16 (15.00)	Poor 2 (1.89)
8	Would you encourage your educators to try the 45-15 plan on a pilot basis in three elementary schools for two years?	No 22 (25.85)	Yes 52 (49.06)	No Response 16 (15.09)		

APPENDIX IX

TABLE VII

Combined Validation Sample
(School Aides) and Community Survey
(N = 1044)

What sex are you?		No Response		
Item from Instrument	Male	Female	Total	
A	408 (39.08)	580 (55.56)	56 (5.36)	1044 (100)

Circle the numbers that best represent your annual income.

Item from Instrument	\$0-3000	3000-6000	6000-9000	9000-12,000	12,000-over	No Response	Total
B	87 (8.33)	307 (29.41)	139 (19.06)	139 (13.31)	166 (15.90)	146 (13.98)	1044 (100)

What village do you live in?

Item from Instrument	North	Central	South	No Response	Total
C	No data available on combined total				

TABLE VII
Combined Validation Sample (cont'd.)

What is your nationality?					
Item from Instrument	Guamanian	Pilipino	U.S. Statesider	Other	No Response Total
D	578 (55.36)	144 (13.79)	255 (24.43)	41 (3.93)	26 (2.49) 1044 (100)

What is your occupation? *

Item from instrument	Professional	Sales ²	Clerical ³	Craftsman ⁴	Service ⁵	Transport ⁶
E	315 (30.17)	31 (2.97)	238 (22.80)	130 (12.45)	186 (17.82)	17 (1.63)
	Farm	Housewife	Military	Student	No Response	Total
	1 (0.09)	58 (5.56)	36 (3.45)	21 (2.01)	11 (1.05)	1104 (100)

* Occupational classification 1 thru 8 from: U.S. Government Printing Office, Washington, D.C.
Census of Population: 1970 General Population Characteristics Final Report DC (1) - B54 Guam,
Occupation of Employed Persons: 1970 Occupational Class of Worker. Appendix pp. 10-15.

TABLE VII

What is your age?		15-25	26-35	36-45	46-55	56-65	65+	No Response	Total
Item from Instrument									
F		No data available on combined totals							

How many children do you have?					
Item from Instrument	0	1-4	5-8	9-12	13+ No Response Total
G					

Counting yourself how many brothers and sisters do you have?		1-4	5-8	9-12	13+	No Response	Total
Item from Instrument							
H	No data available on combined total						

TABLE VII
Combined Validation Sample (cont'd.)

Circle your family responsibility.				
Item from Instrument	Father	Mother	Other Family Member	No Response Total
1	396 (37.93)	354 (33.91)	165 (15.80)	129 (12.36) 1044 (100)

Do both father and mother have jobs outside the home?			
Item from Instrument	No	Yes	No Response Total
2	421 (40.33)	497 (47.61)	126 (12.06) 1044 (100)

Circle who determines when you take leave from your job.				
Item from Instrument	Supervisor	Own decision	Children's vacation	No Response Total
3	340 (32.57)	455 (43.58)	87 (8.33)	162 (15.52) 1044 (100)

TABLE VII
Combined Validation Sample (cont'd.)

Would you welcome the chance to take leave from your job during other months than you do now?			
Item from Instrument	No	Yes	No Response
4	276 (26.44)	548 (52.49)	220 (21.07)
			1044 (100)

Who is your babysitter?					
Item from Instrument	I do not use a babysitter		family member neighbor hired person		Total
5	447 (42.82)	228 (21.84)	32 (3.06)	179 (7.57)	258 (24.71)
					1044 (100)

How many children do you have in each grade level?				
Item from Instrument	K-3	4-6	7-12	No Response
				Total
6	626	538	639	
				Elementary = 1164 (64.56%) Secondary = 639 (35.44%)

TABLE VII
Combined Validation Sample (cont'd.)

Circle your reaction to the 45-15 plan.						
Item from Instrument	Average	Excellent	Good	No opinion	Poor	No Response
7	188 (18.01)	149 (14.27)	264 (25.29)	194 (18.58)	180 (17.24)	69 (6.61)
						Favorable = 57.57% No Opinion = 18.58% Unfavorable = 17.24%

Would you encourage your educators to try the 45-15 plan on a pilot basis in three elementary schools for two years?

Item from Instrument	Yes		No Response		Total
	No	Yes	No Response		
8	280 (26.82)	640 (61.30)	~~124~~ (11.88)		1044 (100)

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